DOCUMENT RESUME

ED 067 731 EA 004 515

TITLE	A Coordinator's "How To Do" Handbook.
INSTITUTION	Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.; Washington Technical Inst., Washington, D.C.
REPORT NO	OE-BEPD-Proj-008011
PUB DATE	Dec 71
GRANT	OEG-0-70-4220(725)
NOTE	95p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Educational Programs; *Guidelines; Human Resources; Human Services; *Instructor Coordinators; Personnel Selection; Program Guides; Public Relations; Pupil Personnel Workers; School Aides; School Personnel; Student Needs; Tutorial Programs; Tutoring; *Volunteers; *Volunteer Training
IDENTIFIERS	*Project VOICE

ABSTRACT

This document was written as a functional guide for those responsible for coordinating volunteers in education and provides the background information needed for setting up, running, and evaluating a volunteer program. Ten chapters cover the procedures for recruitment and promotion, interviewing and placement, orientation, and training of volunteers in the various capacities for which they are needed in the schools; answer questions concerning the identity and role of coordinators; specify the qualifications and public relations skills requisite to the position of coordinator; and provide specifications against which the volunteer program can be measured on a continuing basis. Because it falls outside the responsibility of the volunteer coordinator, the funding aspect of a volunteer program is bypassed. An extensive 10-page bibliography is included. (Author/DN)

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A How-to-Do Handbook

by Voice

for

Coordinators of Volunteers in Education

EA 001 515

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The Project reported herein was performed pursuant to grant No. OEG-0-70-4220(725), Project No. 008011 from the U. S. Office of Education, Volunteers in Education, B. E. P. D. Points of view or opinions stated do not, however, necessarily represent the official position or policy of the U. S. Office of Education or the Washington Technical Institute.

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PROJECT VOICE
VOLUNTARY OPPORTUNITIES FOR INSPIRING COORDINATORS OF EDUCATION

A COORDINATOR'S "HOW TO DO" HANDBOOK

DECEMBER 1971
Volunteers in Educaton, B.E.P.D.
United States Office of Education
Washington, D.C. 20202

FOREWORD

Project VOICE (Voluntary Opportunities for Inspiring Coordinators in Education) was funded through a grant from the U. S. Office of Education, Bureau of Educational Personnel Development, to the Washington Technical Institute. This grant was to develop a training program and produce a handbook for coordinators of volunteers in education. Three such training programs have been completed and each later program has benefited from the staff's experience with the previous training groups.

It is not possible to condense one hundred and thirty-two hours of training into a few written pages. Lectures, demonstrations, field trips, movies, video, records, tapes, role playing and other types of trainee participation open many doors to learning. For so much human experience to be transferred into the contents of a handbook, it becomes necessary to reduce it to a functional guide.

Coordination of any many-faceted on-going volunteer program is a complex, continuing process. Each training cycle revealed needs not previously anticipated. These grew out of the coordinators' supervised field experiences and out of changes in emphases and activities within the schools. An example in the District of Columbia Public Schools was the initiation of a city-wide tutorial program. This made it necessary for coordinators to acquire tutorial skills in basic academic subjects (reading and mathematics). If coordinators are to recruit, interview, orient, train and service volunteers as tutors, they must have an adequate background for these tasks.

What VOICE learned is that any coordinator's job description is fluid and not static. Great attention was given to providing opportunities for coordinators to strengthen their own self-image and feelings of inner-security. Participation in leadership roles is one answer if self-awareness and self-evaluation are utilized consistently by the trainee as measuring tools. Another method is for coordinators to keep self-rating sheets. All Project VOICE trainees did this to note their own growth, as self-knowledge is the most meaningful knowledge that exists, especially in work relationships.

VOICE advocates follow-up or refresher training for all coordinators and volunteers. Education does not and should not stand still or it would fail to be current in value. Similarly people who work in educational programs must be kept up-to-date in information, in skills and in conceptual understanding of what is happening in the school.

Acknowledgements for producing this handbook are due to: Faith Gallo editorially, Joan Benesch for consultation, Mildred E. Gray for Camera-ready copy and all others on VOICE staff for content input and mechanics. Illustrations are by Lawrence C. Edelin.

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Director
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INTRODUCTION

WHY A HANDBOOK FOR VOLUNTEER COORDINATORS?

There has never been a time when the problems of our complex society made it more necessary to make use of human potential and resources. Volunteer activity is a means of using some of these valuable human resources. Volunteers in education are capable of enriching the learning process and helping school personnel meet the needs of children as they grow and learn in our society.

The use of volunteers in not a new idea, but the concept of organized, coordinated volunteerism is. The full potential of volunteer service can be achieved only by carefully planned programs which organize and coordinate volunteer activity.

This handbook is written especially for coordinators of volunteers in the field of education. Coordinators of volunteers in education come within a new career category. Therefore a handbook to aid them to understand and function in this new job is logical.

Another reason for this handbook is that every training program uncovers and experiments with new ideas and techniques. Project VOICE would like to share what its staff has learned in conducting their training programs. This handbook is offered as a guide to increase the effectiveness of volunteers in educational settings.

IS A VOLUNTEER COORDINATOR NEEDED?

Let's begin at the beginning. That is a felt need for which an idea for meeting this need emerges.

Volunteer programs in the schools are helping to meet the unlimited number of needs that demand more attention than the regular teaching, counseling and supervisory personnel usually can provide. The need for volunteer services is the first basic consideration. If a need has been established, a sound, structured program must be developed.

Haphazard volunteer programs are not effective. Only a coordinated, meaningful program will make a real contribution to education. To have a structured, well-organized, effective volunteer program there must be someone responsible for its coordination.

WHO IS A COORDINATOR?

Simply defined, a coordinator is one who coordinates. In this particular instance, we are speaking of the person who coordinates volunteers in education.

Basically, there are three types of coordinators in the schools.

1. Central or city-wide coordinator. This is the coordinator hired or chosen by the city superintendent's office, or the central administration of the school system. This generally is a paid position.

2. School staff coordinator. This is a paid

WHO IS A COORDINATOR? (Cont'd)

coordinator who may be a person already on the school staff, usually designated by the principal or appointed by the personnel office. The staff coordinator can be a teacher, administrator, guidance counselor, reading specialist, etc.

3. Volunteer coordinator. This is the non-paid volunteer from the community. The volunteer coordinator may work for the entire school system, a group of schools, one school, or coordinate for an existing outside group wanting to do school volunteer work.

All three types of coordinators are the hub of volunteer activity in the schools. Some of the areas of volunteer activity which must be coordinated are: tutoring, pre-school programs, art department, library, health department, hall monitoring, clerical services, lunch room, playground, extracurricular programs, field trips, special enrichment programs, foreign language programs, and special education.

Qualifications

A coordinator needs plenty of enthusiasm and an ability to communicate. Coordinators are people interested in the community, problems of society and the schools, and the quality of education for the children in the school system or at a particular school. Frequently interest may be ignited by a concern for the coordinator's own children's education.

Project VOICE, a volunteer-coordinator training program funded by the government, has the following criteria for participation:

Qualifications (Cont'd)

1. Interest in coordinating a volunteer program
2. Three months active participation as a volunteer
3. Current involvement in an on-going volunteer program
4. High school diploma or G. E. D.
5. Age 18 years or older
6. Reputation for good human relations.

The coordinator of volunteers is a person looking for new contacts, new experiences, new challenges for personal growth, and possible new career opportunities.

Volunteer coordinators not applying to a formally funded project, such as VOICE, for training or for academic credit may not have to meet the specific criteria listed. They should, however, be expected to possess the maturity, education, experience and leadership characteristics essential for coordinating the particular kind of volunteer program that is to be conducted in the particular school or other educational setting involved.

Elementary School Volunteers
Hall Monitoring
Clerical Services
Health Aides
Tutors
Library Aides
Playground Aides
Coordinators of Volunteers in Education
Language Arts Aides
Pre-School Volunteers
Community Contacts
High School Volunteers
High School Volunteers
Extra-Curricular Help
Post High School Volunteers
Special Enrichment Help
Community School Volunteers

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II WHAT DOES A COORDINATOR DO?

The job of the school coordinator is a multi-faceted one. The tasks you must perform are determined by the kind of volunteer program in the schools and/or the type of program designated by the school administrators.

The kinds of services a volunteer program may provide depend upon:

*Needs of the school system, of each school and of the individual teachers

*Desire of school administrators for particular volunteer services

*Types of special professional help currently available in the school

*Availability or non-availability of funds for a volunteer program.

A coordinator may even be the initiator of a school volunteer program. If you take on organizational responsibility, you must:

*Determine if a volunteer program is needed and of what size and scope

*Have acceptance of the idea by local school superintendent, school board, administrator and professional staff of at least one school

*Make the community aware of the need for a volunteer program.

WHAT DOES A COORDINATOR DO? (Cont'd)

Success or failure of a school volunteer program depends upon the coordinator's ability to manage the many factors involved. A coordinator must have good human relations, communications and managerial skills. You, as school coordinator, must have the time, interest and necessary skills to:

*Understand the school's organization, policies and procedures

*Make school personnel aware of the benefits of volunteer service

*Explore what kinds of guidance, support and cooperation the school will offer

*Provide an important link between the school and community

*Orient volunteers to common agreement of the value and goals of the program

*Maintain regular communication with all volunteers

*Stimulate continuing community support and interest in the program

*Exemplify the kind of model you would like volunteers to imitate in the performance of their duties

*Constantly evaluate and work to improve the program

WHAT DOES A COORDINATOR DO? (Cont'd)

Responsibilities

Although not all school coordinators in all schools perform all twenty-four of the duties listed, these responsibilities are outlined here to pinpoint the scope of duties from which a coordinator's job description might be selected. It is the job of the school coordinator, working under the direction of the principal or his designated assistant and in cooperation with the teachers and staff to:

1) Confer with school principal, personnel and/or staff on specific requirements and goals

   *What kinds of volunteer services are needed?

   *How many volunteers are desired?

   *When are these volunteer services needed and for how long?

   *What performance objectives are required?

   *What is the level of instruction for volunteer tutors? (Age level? Grade level?)

   *What special problems are involved?

   *What facilities and resources will be available?

WHAT DOES A COORDINATOR DO (Cont'd)

Responsibilities (Cont'd)

2) Publicize the volunteer program

3) Speak to groups, such as PTAs, civic associations, etc.

4) Recruit volunteers

5) Interview volunteer prospects

6) Process teachers' requests for volunteer aid

7) Assign volunteers to situations where they best match the needs

8) Develop volunteer schedule and check on its being maintained

9) Keep information file on regular and substitute volunteers

10) Orient volunteers in:

*Goals of the program

*Needs of the school staff

*School regulations

*Physical arrangement of school

*Location of materials and supplies

WHAT DOES A COORDINATOR DO? (Cont'd)

Responsibilities (Cont'd)

10) Orient volunteers in: (Cont'd)

*Existing school programs and services

*Neighborhood recreational, health and supportive services and facilities

11) Provide pre-service training for the volunteers:

*General skills and duties

*Human relations skills, including self-image

*Tutoring skills

12) Introduce volunteers to school staff

13) Secure and be responsible for use and inventory of necessary supplies

14) Maintain volunteer records and files

15) Notify the volunteers in advance if services are not needed on a given day

16) Follow up absences and causes of absence; make adjustments to remove cause for further absence

17) Secure substitutes

Project VOICE

WHAT DOES A COORDINATOR DO? (Cont'd)

Responsibilities (Cont'd)

18) Observe volunteers and discuss observations constructively with them:

*Note special talents, weaknesses or problems

*Always encourage

19) Guide and counsel volunteers:

*Individual conferences

*Group meetings

*Rap sessions

*In-service training programs

20) Constantly investigate and contact school and community resources which might offer services to the volunteer program

21) Confer regularly with volunteers, school officials, staff coordinator and teachers

22) See that volunteers are given continuous recognition throughout their service

23) Evaluate the volunteer program and offer recommendations for strengthening it

24) Continue to engage in enrichment experiences for yourself and for the stimulation of your volunteers.

WHAT DOES A COORDINATOR DO? (Cont'd)

Rewards

The rewards of being a coordinator of volunteers are as numerous as the duties and responsibilities. A coordinator, or any volunteer, is rewarded by having her personal needs satisfied. Some of these basic, personal needs are:

*Belonging

*Acceptance

*Giving

*Expressing oneself

*Recognition as an individual

*Being creative

*Exerting positive influence

*Success

*Problem solving.

In addition, the coordinator will be rewarded for her work by:

*New experiences

*New friendships

*Change from the daily routine

*Intellectual stimulation

Project VOICE

WHAT DOES A COORDINATOR DO? (Cont'd)

Rewards (Cont'd)

*Personal growth

*Career possibilities

*Public expression of appreciation if arranged by the coordinator or the school.

Project VOICE

III RECRUITMENT AND PROMOTION

Recruitment and promotion are vital processes in any volunteer program. Volunteers provide the services, time and talent necessary for the program's operation. Therefore attracting and recruiting these volunteers vitally requires careful planning.

The responsibility may be delegated to a recruiting chairman or committee, but the coordinator should be able to identify several possible sources of volunteers, develop a recruitment plan, and be familiar with recruiting and promotion techniques.

Promotion furthers the growth and development of the program by gaining support from the public. Without public interest the volunteer program cannot effectively operate or expect to attract volunteers.

Once the coordinator and/or the recruiting chairman or committee have begun to recruit and interview prospective volunteers, they might consider themselves "public relations" representatives for the schools. The responsibilities of any public relations worker require that he "know what he is selling" - in this case, he is selling the concept of improved public education through volunteer efforts.

Promotion and recruitment are synonymous in volunteer programs. Everyone is a potential volunteer. The key to recruiting is promoting the need for volunteers.

Recruiting Process

The objectives of recruitment are simply stated: to recruit and retain as many volunteers necessary for the program to function at its optimum level.

RECRUITMENT AND PROMOTION (Cont'd)

Recruiting Process (Cont'd)

There are four basic steps to the recruiting process:

1) Determine objectives for recruiting

   *How many volunteers are needed?

   *When?

   *Where?

   *For what kinds of jobs?

2) Prospecting and promoting - Finding potential volunteers through

   *Existing volunteer sources

   *Personal contacts

   *Mass or public recruiting campaigns

3) Interviewing

   *Presenting the job

   *Convincing people to volunteer for the program

   *Determining prospective volunteers' potential to help the program

4) Placement - Matching needs of teachers and program with time, talent and location of volunteers.

RECRUITMENT AND PROMOTION (Cont'd)

Recruiting Process (Cont'd)

These four steps are integrated and interdependent activities. Good recruitment requires careful and continuous planning in all four areas.

Although recruiting should be a year-round activity, particular times of the year are best for concentrated campaigns. Late summer, early fall and January (following the December holiday season) are good times for recruiting school volunteers. Recruiting must be on-going to meet new needs and compensate for volunteer turnover.

For new programs it is imperative that the recruiting process concentrate on developing a corps of dedicated volunteers. These first volunteers can determine the success or failure of the program. The climate these volunteers are able to set can lead to a wider acceptance of volunteers by the teachers, school staff and community.

Sources of Volunteers

Most people, regardless of their backgrounds, are potential volunteers if the need for their services is simply and effectively presented.

Potential volunteers include: parents, housewives, retired persons, high school and college students, educators, military personnel, professionals, business or industrial personnel on "release time", people who work irregular hours or have off-duty time -- nurses, musicians, artists, writers, airline hostesses, firemen, policemen, postal employees, etc.

RECRUITMENT AND PROMOTION (Cont'd)

Sources of Volunteers (Cont'd)

If your community has a Volunteer Bureau, or any central volunteer registry, they may be able to supply many of the volunteers for your program. Volunteer Bureaus can usually be located through the local Health and Welfare Council, Community Chest or Chamber of Commerce.

Another possibility is to have an organization assume total responsibility for a particular facet of a program. For instance, the National Audubon Society of Washington, D. C. provides a program run by their own members on environmental education in several elementary schools.

Recruitment Methods

The three basic methods of recruiting are: individual or personal recruiting, mass or public recruiting and delegated recruiting.

Individual or Personal Recruiting

Recruiting should begin with personal contacts. Those involved in a volunteer program personally ask and encourage others to join them. This is the most effective means of recruiting.

If you are recruiting for an on-going program, use your volunteers to recruit others. Active, satisfied volunteers are the best source for attracting other volunteers. Those who do a meaningful job that satisfies them tend to recruit others who can do a good job.

RECRUITMENT AND PROMOTION (Cont'd)

Recruitment Methods (Cont'd)

Individual or Personal Recruiting (Cont'd)

Another technique of the individual approach is peer recruitment -- have parents recruit parents, teachers recruit teachers, retired persons recruit other retired persons, etc.

Recruiting from the community is best done through an individual approach. It is important to go to the people and their groups. People living in the vicinity of a school are usually interested in its activities. Go into the neighborhood and talk to people -- knock on doors, go into laundrymats, repair shops, carryouts, grocery stores, clinics, libraries, doctor's and dentist's offices, schools, beauty shops, etc. Call on newcomers and convince them volunteering is a good way to make contacts in their new community. When going into the community, it is a good idea to carry some brief duplicated or printed program description with you.

Another approach for recruiting community residents is to establish contact with key people in the neighborhood. These are the people whom others in the neighborhood listen to and respect. A few minutes conversation with residents of a neighborhood can identify these key people. They, in turn, can tell you of those with interest and time for participation in a volunteer program.

Recruit using the individual face-to-face approach at neighborhood functions, PTA meetings, school fairs,

RECRUITMENT AND PROMOTION (Cont'd)

Recruitment Methods (Cont'd)

Individual or Personal Recruiting (Cont'd)

student councils, school assemblies, college dormitories, local club, sorority and fraternity meetings, etc. Recruit men as well as women.

Advantages of the direct, personal recruiting method are: recruiter is present to answer questions; it is easier to be direct and enthusiastic in person; and the potential volunteer can be made to feel needed individually.

Mass or Public Recruiting

Any publicity or promotion of the program can be used, directly or indirectly for recruiting. There are as many methods and techniques for mass recruiting as you can originate, including:

1) Letters - Send a letter home with the students inviting parents to participate in the school's volunteer program. Letters sent to local churches, civic groups, clubs, social organizations and colleges are for the same purpose

2) Newspapers - Send news releases to the appropriate metropolitan and suburban dailies, weeklies, bi-weeklies; local or neighborhood papers and newsletters; shoppers' guides; house-organs, etc. Some metropolitan papers have a column on volunteerism. Make certain your program and its needs are mentioned regularly if such a column exists in your area. Most business organizations have trade papers, many other types of organizations send out newsletters. Get them to include your request for volunteers

RECRUITMENT AND PROMOTION (Cont'd)

Recruitment Methods (Cont'd)

Mass or Public Recruiting (Cont'd)

3) Radio and Television - Contact the program director and/or news director to ask for public service time. Millions of dollars of air time is given by the broadcasting industry every year for public service announcements. You may publicize your program by appearing, or having someone connected with the program appear, on a local talk show or interview program

4) Meetings - Sponsor a recruitment meeting for potential volunteers, or invite potential volunteers to an orientation meeting. This is a good chance to do recruiting on a personal, face-to-face basis. There must be an interesting and timely program or speaker aimed at attracting those who are potential volunteers. Speakers might be educators from local colleges, local school officials, national, state or local government officials, PTA officers, or any one who can interest people in your program. The meeting must be promoted through public methods, i.e. newsletters, newspaper releases, radio and TV spots, posters, brochures, fliers

5) Direct Mail - Be careful with this method; it can be expensive and may not be too successful. Postcard mailings succeed with carefully chosen lists

6) Posters - Place on bulletin boards in supermarkets, schools, colleges, dormitories, churches, libraries, laundrymats, gas stations, restaurants, shops, carryouts, beauty parlors, drug stores, banks, civic halls, or any public place

RECRUITMENT AND PROMOTION (Cont'd)

Recruitment Methods (Cont'd)

Mass or Public Recruiting (Cont'd)

7) Telephone Campaigns - Again, the one-to-one- recruiting method can be used. Telephone follow up on personal contacts and letters can reinforce recruitment

8) Brochures and Fliers - Can be distributed in the places mentioned for poster display, plus in mailboxes, rental offices and at community or civic meetings, conventions, or any place people congregate

9) Speakers' Bureau - Organize those with knowledge of and enthusiasm for your program into a speakers' bureau. Volunteers, school staff, those who have benefited from a school volunteer program, coordinators, and anyone capable of explaining the value and significance of volunteer service should be recruited for this job

10) Newsletters - A school volunteer newsletter may be an effective recruiting tool. The newsletter should tell needs for various volunteers and encourage recruitment by volunteers. You might send contributing articles on the need for volunteers to local organizations and clubs who publish newsletters, and get business trade papers and house organs to include your requests for volunteers.

In addition to these methods, you might try such ideas as: an "awareness parade" through the community from which you wish to draw volunteers,

RECRUITMENT AND PROMOTION (Cont'd)

Recruitment Methods (Cont'd)

Mass or Public Recruiting (Cont'd)

organizing a babysitting service to attract volunteers with pre-school children, neighborhood coffees, block parties, a sign-up booth at community or school functions, handouts at conventions, an exhibit at a local library, a pamphlet for newcomers given out by the Welcome Wagon or Newcomers' Club.

Delegated Recruiting

Civic, school, fraternal, religious and social organizations should be contacted and asked to announce the need for school volunteers. The organization may appoint a member to distribute information and recruit for your program. Organization may appoint a member to distribute information and recruit for your program. Organizations which may be contacted include: PTAs, Retired Teachers' Association, Golden Age Club, Jr. Leagues, Federated Women's Clubs, Rotary, Kiwanis, American Red Cross, League of Women Voters, Wives of Lawyers, Doctors, and Dentists Clubs, Girl Scouts, Boy Scouts, National Urban League, NAACP, YMCA, YWCA, churches, synagogues, student councils, professional and social sororities and fraternities, college groups, alumni associations and local, state and federal agencies.

Call the personnel departments of local industries to see if they give "release time". Some companies not only give "release time", but provide the site for tutoring and can recruit employees with special or technical knowledge.

RECRUITMENT AND PROMOTION (Cont'd)

Recruitment Methods (Cont'd)

Delegated Recruiting (Cont'd)

Delegated recruiters can be teachers in the school where your program operates, school principals, staff coordinators, volunteers, etc. Anyone with an interest in your volunteer program can be delegated as a recruiter. Have a small card printed that identifies a person as a recruiter for your volunteer program. Provide recruiters with forms for volunteer prospects to fill out, giving name, address, telephone and type of volunteer interest.

IV INTERVIEWING AND PLACEMENT

Although interviewing and placement are part of the recruiting process, they are important and specific enough to have a chapter devoted to them. The volunteer coordinator usually interviews and makes placements or is responsible for cooperating in these tasks with someone else.

The specific tasks which volunteers are needed to do should be outlined before interviewing and placement begins. The coordinator should confer with the school's administrators and teachers in defining these needs. A brief job description for each volunteer job is an excellent guide for those interviewing and making placements, as well as an aid to the volunteer who is placed in the job.

Interviewing

Interviewing is a two-way process. The dual purposes are to gain knowledge of a prospective volunteer and to give information about the volunteer program.

The aims of an interview are:

*To become acquainted with the potential volunteer

*Develop understanding by the prospective volunteer of the program

*Make the potential volunteer feel needed

*Identify what the volunteer is prepared and would like to do.

INTERVIEWING AND PLACEMENT (Cont'd)

Interviewing (Cont'd)

There must be give and take in the interviewing process. The interviewer collects data on the interests, talents, skills, abilities and personality of the volunteer. The interviewee finds out about the purposes of the program, the need for his help, and the responsibilities involved in various jobs within the volunteer program. The interview is the time when related individual problems, such as scheduling, transportation or child care, should be discussed.

A successful interview:

*Establishes real rapport with the volunteer

*Secures information about potential volunteer's abilities, interest and character

*Gives volunteer facts about the aims and functions of the program

*Outlines specific volunteer job requirements

*Builds up potential volunteer's desire to give service

*Helps find an assignment which fills the needs of the program and the volunteer

Interviewing is usually done by the coordinator, although the procedure may be shared with others.

Persons who interview should be:

*Friendly, flexible, at ease

INTERVIEWING AND PLACEMENT (Cont'd)

Interviewing (Cont'd)

*Able to put others at ease

*Good listeners, sensitive

*Able to communicate well

*Familiar with philosophy and aims of program

*Knowledgable about all available volunteer jobs

*Able to interest the potential volunteer in serving

*Perceptive about the best contribution the particular volunteer can make

Techniques

Techniques of interviewing will vary with individual personalities, however there are basic guidelines for successful interviews. These principles apply to group as well as individual interviews. Specific techniques which assure a successful interview are:

1) Arrange the physical environment for a comfortable interview

2) Allow adequate time to do a thorough job

3) Be prepared; make a list in advance of all information you need

4) Know as much as possible about your applicant before hand

INTERVIEWING AND PLACEMENT (Cont'd)

Techniques (Cont'd)

5) Be knowledgeable - know philosophy and all practical aspects of programs, school, personalities of those with whom volunteer will work

6) Don't keep applicant waiting

7) Greet applicant pleasantly

8) Put applicant at ease by performing an overt act such as taking a coat, offering a chair, smiling, offering a cup of coffee if it is available

9) State how happy you are of his interest in volunteering

10) Resist the temptation to "take over"

11) Smile frequently during interview

12) Listen carefully and attentively - don't try to anticipate what applicant will say or ask

13) Ask open-ended questions, rather than questions which can be answered "yes" or "no"

14) Use listening responses, such as "I see", "Is there anything else", "would you say that..."

15) Get applicant to talk freely and fully about things you need to know

INTERVIEWING AND PLACEMENT (Cont'd)

Techniques (Cont'd)

16) Be comfortable in silence while applicant is thinking

17) Encourage applicant to ask questions about what he needs to know

18) Accentuate the positive - do not stress deficiencies or drawbacks

19) Weave an honest interpretation of and information about the program into the conversation

20) Never under sell or over sell the job or its requirements

21) Show applicant why he is needed; impress on him what a valuable contribution he can make

22) Be sensitive to clues about interests and needs which are not overtly expressed (helpful clues are recurring references, sudden shifts in direction of conversation, association of ideas in answers)

23) Give descriptions of several alternative assignments, if possible

24) Do not end interview until you have all the information you need

25) Don't permit an interview to drag on once you and the applicant have all the needed facts

INTERVIEWING AND PLACEMENT (Cont'd)

Techniques (Cont'd)

26) End the interview by repeating how glad you are of his interest in volunteering; thank him for coming to offer his services

27) If volunteer is given an assignment, make certain he has clear understanding of where and when he is to serve and what steps must be taken next, such as orientation, etc.

28) If the volunteer cannot be placed, be honest. Explain that there presently is no assignment consistent with his qualifications, but as soon as there is you will contact him.

Interviewing skills can be learned. Remember, techniques alone do not make a good interviewing job. If you are interested in the program, friendly, interested in the interviewee and respect the applicant as an individual, then you will interview effectively. Simulated interviews with other available people can increase the coordinator's interviewing skills. You will learn from each interview how to conduct the next one more efficiently.

A self-rating sheet can be used profitably by the interviewer to check on how he performed. The coordinator's sense of confidence and competence affect the degree to which he feels comfortable in the interview and this, in turn, is a factor in being able to put the applicant at ease.

INTERVIEWING AND PLACEMENT (Cont'd)

Selection and Placement

The first consideration in selecting and placing volunteers is the individual's capacity to render services to the program. The other important consideration is the satisfaction and enrichment the volunteers will gain through their service to the program.

The coordinator of volunteers usually is responsible for selection and placement. The coordinator, or person responsible for screening, must be aware of what to look for in potential volunteers.

Ideally, a good school volunteer:

1) Is reliable, friendly, flexible

2) Recognizes that educational handicaps waste human resources

3) Feels obligated to support and help schools

4) Has a positive attitutde toward and respect for school personnel

5) Has or is able to acquire needed skills or talents for the job

6) Possesses good communication skills

7) Has time and willingness to serve.

Each volunteer should be selected according to the job to be done and the qualifications required for effective job performance. If the program is to benefit from the volunteer's service and the volunteer is to achieve

INTERVIEWING AND PLACEMENT (Cont'd)

Selection and Placement (Cont'd)

satisfaction, the job and the volunteer must be well matched. Experience indicates that volunteers who are carefully placed give more regular service over a longer period of time.

The needs of the program must be matched with the abilities, time and personality of the volunteer. The entire personality of the volunteer must be considered, including specific skills, interests, tact, patience, acceptance of responsibility and stability. Some jobs are less demanding than others. Some persons automatically chose routine jobs and feel most comfortable in them, while others prefer a challenging job to a routine task.

Don't try to fit volunteers into a job, but find out what he prefers to do, when and where. Make each placement as individually satisfying as possible. If a placement is unsatisfactory, be flexible. Changes can be made -- and they may be initiated by either the volunteer or the school.

If the requirements of a job are not compatible with a potential volunteer's abilities, time or interests, the volunteer will usually screen out himself. If he does not, the coordinator, or person making placements, should try to find a suitable position. It may take a bit of imagination or originality, but a job should be found or developed for all who volunteer.

Once a decision on placement has been made, introduce the volunteer to those with whom he will be coming in contact with through his assignment. If this is not practical or convenient, be sure to notify the

INTERVIEWING AND PLACEMENT (Cont'd)

Selection and Placement (Cont'd)

person under or with whom he is to work to expect him and when.

Time is an important consideration in placement. Make every attempt to place a volunteer as soon as possible. Enthusiasm may dwindle and your program will lose valuable hours of volunteer time if the volunteer is not placed soon.

If a suitable assignment cannot be made immediately, the volunteer should be told the reasons for the delay and encouraged to participate in orientation and/or training sessions. It is better to involve a volunteer in the program than to delay participation until a specific job assignment can be made.

If possible, assign new volunteers in teams of two or more. This gives the volunteers an opportunity to help one another with transportation, share job experiences and derive security from entering a new situation with someone else.

V ORIENTATION

Orientation is the process of acquainting volunteers with the program, school or educational system, physical facilities, equipment and persons with whom he will be working. It also should give the volunteer an understanding of what his role will be.

The volunteer's first interest is knowing what kind of a job he will be doing and what the benefits of his time and help will be. Orientation should provide information about the objectives, aims, policies and procedures of the program. It also should stress the relationship of the individual's specific job to the purpose and work of the total program.

Another facet of orientation is introducing school personnel and teachers to volunteerism and orientating them in the effective use and team relationship of volunteers. Although this responsibility usually is that of the principal, it is important that the coordinator recognizes the need for this kind of orientation and be instrumental in its planning.

Developing productive volunteers and turning the volunteers, teachers and school personnel into colleagues are the basic aims of orientation. There are fundamental rules of conduct which apply to all kinds of volunteers. Obvious though these may be, volunteer orientation should include mention of them. The Des Moines Volunteer Bureau suggests these rules by presenting the following code to all prospective volunteers:

*Attitude - Be open-minded; willing to be trained; welcome supervision. Accept the rules; don't criticize what you don't understand, for there may be a good reason

ORIENTATION (Cont'd)

*Dependability - This is essential. If you cannot be at the appointed place at the appointed time, it is your duty to notify the proper person

*Communication - Deal with others as individuals in your volunteer work. Remember that you are a vital link between the community and the program. Your communication as a supporter and interpreter of the program is important

*Responsibility - Although the job is voluntary, the commitment is professional. All confidential matters must be kept confidential.

In addition to being aware of these principles, volunteers should have an understanding of the school system, the school and all components of the volunteer program. Orientation should include information about:

1) Development and operation of the school system, including problems and needs

2) History of the school volunteer program

3) Purposes and objectives of the program

4) Areas in which volunteer assistance is needed, including basic skills required in each area

5) Role of the volunteer, how he relates to school staff, coordinator, teachers, students and community

ORIENTATION (Cont'd)

6) Personnel policies, procedures and regulations for volunteers (insurance, safety, parking, health requirements, etc.)

7) General characteristics of the group with whom volunteers will be working

8) Rules and regulations pertaining to volunteers and an interpretation of their role

9) Duties the volunteers will perform

10) Where volunteers may get advice, guidance and information.

The volunteer must understand that his job, although an important one, is a complementary position. Misunderstandings between school personnel, staff and volunteers can be avoided if volunteers are aware of this. Explain the organizational structure and stress the importance of the volunteer's complementary role.

Depending upon the climate of thought in the community, your program and volunteers, you may feel it is essential to orient the volunteers to common agreement on the basic values and goals of education which have remained stable despite institutional and curriculum changes.

The basic goal of American public education has been the preparation of its citizens to meet the ever-widening needs of functioning productively within a representative form of government. Schools should be working toward specialized education, which will meet individual needs and abilities, and generalized education for common citizenship. Volunteers can remind dissident persons of this.

ORIENTATION (Cont'd)

Orientation should transmit fundamental attitudes inherent to volunteers in education. Emphasize communicating on a one-to-one basis. It is sometimes difficult to deal with students or young children as individuals, but it is a skill which can be learned. There are ways of avoiding paternalistic, authoritative, and domineering behavior.

Volunteers must be made aware that they should let people help themselves and not try to "straight-jacket" them into learning. They should approach their tasks with an open mind. Volunteers must be sensitive and able to sense frustration and even to accept hostility.

At times volunteers may encounter hate and resentment. They should be warned of this and told not to panic or be shocked. What this is is not personal but the result of environment and frustrations.

The need for consistency must also be understood. The students many of the volunteers will be working with have been disappointed before in their learning process and expectations. It is essential that volunteers know they must be available to their assigned students regularly and be on time.

Volunteers who work in schools which their own children attend should be reminded that relationships between the volunteers and students must be kept impartial.

Methods

Orientation methods are numerous. The coordinator and/or those in charge of orientation should be flexible. Suit the orientation to the individual volunteers and the roles they are to play.

ORIENTATION (Cont'd)

Methods (Cont'd)

Orientation may be:

* a formal meeting
* an informal discussion group
* a tour of the school or job sites, and/or classroom observations with introductions to school staff and other volunteers
* an invitation to a "coffee" to meet others involved in the program
* any combination of these, or any other formal or informal procedures.

In planning orientation, be sure it is convenient for your volunteers. Remember it is part of the total time given by the volunteer and should be scheduled accordingly.

Orientation sessions should be short and animated. Too much information cannot be absorbed at once. The sessions should provide a warm and welcome reception to the volunteer and give him a sense of belonging. Good orientation provides incentive and makes the volunteer eager to begin his assignment.

Try to get help for orientation from interesting sources. Political figures, educators, school personnel, teachers, experienced volunteers, psychologists, school children, persons helped by the volunteer program are all possibilities.

ORIENTATION (Cont'd)

Methods (Cont'd)

You might invite a school administrator to give volunteers a brief, descriptive talk on the organization and operation of an individual school. Someone might present an organizational chart of national, state and local educational relationships ... or a chart of your city or county school system.

If they are available, use slides or movies showing volunteers filling a variety of roles. Present facts and figures of service given to the schools by the program. Have a panel discussion of school staff members and experienced volunteers. Devote time to a question and answer period.

These procedures tend to make the volunteer begin to feel integrated into the education system and the volunteer program.

At all of the types of orientation sessions, it is an excellent idea to give printed material. Distribute a volunteer handbook, pamphlets about the program, material on schools, volunteerism, tutoring, hints for volunteers, a reading list or even copies of names, titles and phone numbers of those connected with the program.

As with most good ideas, this can be overdone. Don't waste your time, money and efforts on "stacks" of reading material. It will go unread if there is too much or it isn't relative to your program and volunteers' interests.

Keep orientation sessions small enough for group interaction. For this reason, it is best to schedule

ORIENTATION (Cont'd)

Methods (Cont'd)

orientation sessions several times a year. If an orientation session has a large number attending, it might be divided into groups, or broken up into discussion groups after the opening session.

If a volunteer joins the program immediately after orientation, do not make him wait for the next session. Assign him immediately and use printed material to explain the program and define volunteer responsibilities. Later he can be included in an orientation group.

Orientation should inform every volunteer of sources of advice, guidance, educational materials and outside resources. Make sure your volunteers know they are free to call upon the coordinator for help, encouragement and information. Give them the feeling that you are their friend.

Project VOICE

VI TRAINING

Training differs from orientation in that it is the process of providing the volunteer opportunities to acquire specific skills and techniques. The goal of a training program should be continually to develop the volunteers' confidence, skills, knowledge and motivation to perform the tasks involved in the job.

Training can be divided into three basic categories:

1) Initial or pre-service training
2) In-service or on-the-job training
3) On-going training.

The coordinator of volunteers, in formulating the training program should check in the community to see if other groups already are involved in training volunteers for school work. Try to cooperate with any group providing such training. It will save money, time and planning. Also make contacts for field trips to broaden training, such as trips to museums, media centers, etc.

When developing a training program, consider all those involved -- volunteers, teachers, administrators and other school personnel. Volunteers must be equipped with enough knowledge and skills to make the job a pleasant and rewarding task. Teachers and administrators should be trained to give assistance and on-the-job training to the volunteers with whom they work.

Planning the Training Program

Major guidelines in planning a training program include:

1) Review volunteers job descriptions to be aware

TRAINING (Cont'd)

Planning the Training Program (Cont'd)

of the scope of their services and duties

2) Review observations to note areas of volunteers' performance that need strengthening

3) Interview school administrators and teachers about any new phases that need to be included in training

4) Develop a training manual based on performance objectives

5) Set up a small advisory committee to:

*Critique the performance objectives

*Critique the program to achieve the performance objectives

*Decide on the means of having the training program and its outcomes evaluated in terms of the performance objectives

*Aid in securing any necessary personnel to assist (for example: demonstrations, reading specialists)

*Assist in securing all necessary materials

*Suggest contractors

*Prepare training kits.

TRAINING (Cont'd)

Planning the Training Program (Cont'd)

Suggestions for planning and conducting the training sessions:

1) Describe background and objectives of school system or other educational institutions for which volunteers are being trained. Illustrate the value of their contributions to its productive operation

2) Keep training specific and practical. Don't use professional and educational jargon. You are training volunteers, not teaching a course

3) Be flexible. Vary training to suit the needs of the groups

4) Train volunteers to practice good human relations skills and develop self awareness. Stress communication skills

5) Use a variety of techniques (See following section on Training Techniques)

6) Involve trainees as active participants in the training sessions

7) Teach in small groups as well as large. Develop group leaders

8) Use good visual aids and written material

TRAINING (Cont'd)

Planning the Training Program (Cont'd)

9) Explore and make use of community resources that can be used for training

10) Find out from trainees what else they would like for training. This keeps training pertinent and up-to-date

11) Keep training continuous

12) Schedule evaluation to be concurrent with the training program.

Initial Training

A volunteer must understand what is expected of him. If possible, have written job descriptions. The job description should include:

*Skills needed

*Outline of specific duties

*Time and place of work

*Character and/or personality requirements

*Whom to call upon for help.

Another training tool which can be distributed for initial training (or used in on-going training) is the "how-to" manual. These may already exist, as for the job of tutoring, or they may be compiled by the coordinator, school staff and/or experienced volunteers.

TRAINING (Cont'd)

Initial Training (Cont'd)

Project VOICE

Initial or pre-service training should include:

*An overview of the specific area of training skills, such as tutoring, library skills, etc.

*Recognition of self image (a rating sheet is a good device for helping volunteers recognize their skills and shortcomings)

*Principles of child and adolescent development and learning

*Information on learning characteristics of group with whom volunteer will be working

*Define objectives of what should be achieved by volunteer help

*Ideas and materials for learning activities

*Outline of duties.

New training sometimes may be required for an experienced volunteer who has been reassigned.

In-Service Training

On-the-job, continuous in-service training is the best training process. Learning takes place within an individual as a result of his efforts; working is a learning process and a constant strengthening of what is learned. On-the-job training helps the volunteer get acquainted with the work situation and learn his responsibilities. Self-awareness and good communication skills can help make in-service training even more meaningful.

The coordinator's functions in on-the-job training are to observe, guide, motivate and encourage volunteers.

TRAINING (Cont'd)

In-Service Training (Cont'd)

Changes in knowledge, skills and attitude occur when a volunteer works. Encourage volunteers to invent new ways to improve volunteer service in the schools, also, be available to help the volunteers solve their problems.

On-Going Training

Training must be continuous to be useful. Volunteers need to be encouraged to keep up with skills and acquire new ideas. The coordinator should schedule periodic training. These sessions can cover material not included in initial training, or they can treat in greater depth material already covered.

On-going training should include practical skills such as use of:

*Word and number games

*Flash cards

*Dolch Word list

*Audio-visual aids - cameras, tape recorders, typewriters, slides, films, records

*Community resources which help the student open new horizons -- library, school study lab, scouts, study center, neighborhood recreation facilities

*Student behavior adjustment techniques and referral resources

TRAINING (Cont'd)

On-Going Training (Cont'd)

*Resource aids created by the volunteers themselves

*Improved communication and leadership abilities.

In addition, the coordinator should provide opportunities for volunteers to acquire information and skills on their own. Make available "how-to" manuals, reading lists, literature on schools, tutoring, ideas in education, etc. Be aware and promote use of community resources which would help volunteers. Have periodic meetings when volunteers can discuss problems, ask questions, learn new techniques, make suggestions, encourage other volunteers and stimulate and motivate each other. These meetings are also good for morale and help the coordinator evaluate the adequacy of the training program.

Try to plan workshop sessions which will include school personnel. The volunteers and teachers must come to agreement on how they will work together; "buzz" sessions can help them explore ways in which they can do this.

The coordinator consistently should contact resources to broaden their own knowledge. Volunteers should be notified of relevant learning opportunities such as college courses, lectures, films, demonstrations, symposiums, exhibits and new books. On-going training helps develop better volunteers, better ideas and a better volunteer program.

TRAINING (Cont'd)

Training Techniques

The methods of training depend upon the volunteers, job assignments and your program. Training may include any or all of the following techniques:

1) Lectures - try to keep lecturing at a minimum

2) Role playing - this is a direct learning experience which teaches a variety of skills and gives insights about human behavior through acting out simulated situations

3) Workshops - can be used for exchanging ideas and experiences, learning specific skills, making educational games and other materials and for making good use of "do it yourself" techniques

4) Support - assign new volunteers to experienced volunteers for one-to-one learning situations

5) Buzz or "rap" sessions - use sub-groups, if necessary, to keep group small enough so that everyone participates

6) Video or audio tapes - check the quality of these before using, it is better not to use them than to use poor ones

7) Panel discussions - get a variety of people for a panel. Tap school personnel,

TRAINING (Cont'd)

Training Techniques (Cont'd)

school administrators and board members, counselors, librarians, school nurse and doctor, reading specialists, mathematics, science, music and language arts teachers, department chairmen, college professors, sociologists, psychologists, public officials, etc. for this

8) Record trainees voices - play back and have trainees make notes for improving their techniques

9) Films - preview and prepare a "looking guide" for post-film showing discussion

10) Demonstrations by specialists and by competent volunteers can be used to introduce new techniques

11) Lecture plus question and answer period - make sure you have a dynamic, interesting speaker and some questions submitted in advance

12) Brainstorming - everyone's ideas count. There are no judges; all ideas are given equal consideration

13) Field trips should be conducted for learning community resources

14) Observation - this method is best used in conjunction with other techniques. It should be understood as a helping, non-threatening method for assisting the volunteer.

TRAINING (Cont'd)

Training Techniques (Cont'd)

Training should be an individual learning experience for the volunteer. It should beget new skills, information, attitudes, development, achievement, personal satisfaction and growth.

VII VOLUNTEER TUTORING SKILLS

Tutoring is perhaps the major aspect of volunteer endeavor with students on all grade levels. The tutoring process is important not only as an aid to teaching, but as a means of children discovering ways to enjoy learning and changing their self-concepts and outlooks.

Tutors often work with potential school dropouts or disadvantaged children who need help to realize their potential. Tutoring often is primarily a preventative measure. Perhaps the most important reason for the tutorial process is to provide a child who is having difficulty in school with a friend who cares and may be able to help him solve his own problems.

Tutors are responsible for supplemental and not for developmental teaching. Their role is to establish a relationship with a student and provide experiences for learning. Tutoring works because of the one-to-one relationship between the tutor and tutee. The personal involvement in the tutoring situation makes possible creative cooperation for social, institutional and educational change.

This chapter is offered as a guide to coordinators of volunteers in how to train para-professional volunteer tutors. It points out skills and attitudes which a tutor should have. It is not an outline of activities to use in teaching tutors. There are many good, specific guides on tutoring skills. A list of books on tutoring appears in the list of References at the end of this handbook.

Each tutor, if possible, should have training in basic instructional techniques under the supervision of knowledgeable personnel. Although it is not always

VOLUNTEER TUTORING SKILLS (Cont'd)

possible to meet this recommendation, it is hoped that certain standards will be met. A knowledge of child and/or adolescent development also is useful background.

The tutor trainee should be able to guide tutors through experiences related to helping students. Often it may be necessary for a tutor to experience the concepts in some concrete form, such as a supervised practice. In communicating information to tutors, remember they are not professional educators. They must have a simple, direct presentation of material and demonstration in how to use it.

Tutoring Goals

The tutor's goals, as adapted from the Louisville Public Schools' Handbook for Tutoring, should be:

1) Increase the child's motivation to learn through personal attention, books and educational games geared to his interests and personality

2) Reinforce skills taught in school by helping a tutee review lessons and by checking his ability to comprehend the material 1/

3) Improve basic academic achievement (This includes special concentration on reading and mathematics)

4) Develop increased social competency in the student and help him overcome the cultural separation from the rest of society

1/ Tutoring Reading at After-School Study Centers, Joyce Bolinger, January 1965

VOLUNTEER TUTORING SKILLS (Cont'd)

Tutoring Goals (Cont'd)

5) Develop increased emotional stability and help him within the normal range of personal problems to aid in developing an increased sense of personal worth and become a more effective group member

6) Develop motivation for positive change in all areas, with emphasis on positive attitudes toward school and academic achievement

7) Help tutee see and experience relevance, interest and fun which education and learning hold for him

8) Help tutee increase his understanding of the environment, develop a critical posture toward it and improve his ability to deal with it.

Tutoring Skills and Attitudes

Volunteer tutors should possess:

*Desire to help

*Enthusiasm for people

*Respect and liking for people

*Self-awareness

*Attitude of giving freely

VOLUNTEER TUTORING SKILLS (Cont'd)

Tutoring Skills and Attitudes (Cont'd)

*Acceptance and appreciation of standards and mores other than their own

*Willingness to learn

*Time to devote to the program.

It is important that the tutor be concerned with the student as an individual and know how to establish rapport that sparks learning. The student may have very few accepting adult relationships. The tutor's attitude should always be positive. As the student gains skill and confidence, he will need less help and approval. Self-confidence and self-esteem are basic to learning.

The personal interest a tutor shows in a student could be the catalyst that makes him recognize his own worth and ability to achieve. Developmental teaching should be left to the teacher. The tutor must be able to establish an honest, warm relationship with the child and to provide experiences for learning. It is encouraging to remember that the tutor's presence alone brings new experiences to the tutee.

Tutors must accept and respect the culture in which the tutee has grown up, although it may be different from their own. They should not judge or try to give the students their own values and standards. In large cities, tutors working with "culturally disadvantaged" children will encounter eager, motivated youngsters who do not receive the stimulation they need at home. If the children are resentful and withdrawn,

VOLUNTEER TUTORING SKILLS (Cont'd)

Tutoring Skills and Attitudes (Cont'd)

they are cheated out of an environment in which they can play and grow. The tutor can help open that environment. For the tutor it means an opportunity to understand and confront the complex social problems of a city and a chance to make a useful contribution by extending the work of the schools.

Methods

There is no "best" method of tutoring. Whatever method or technique helps the student is best. Each student is an individual and the tutor and the tutee should be creative about the methods they use.

It is a good idea to begin with things the student does well in, building up his confidence before going on to more demanding subjects. It may be difficult to know where to begin. Many children academically behind in school are non-verbal. You will have to be alert and watch for signs of their interest. Motivating them to read by having them develop their own experience stories is an example.

Don't expect too much from yourself or your student. Unrealistic goals lead to frustration. Learning is a slow process. Try to discover the tutee's learning rate and adapt tutoring to it.

A tutor should proceed naturally and in his own way; there is not a set pattern which should be followed. The following suggestions on tutoring may be helpful.

1) Start by telling the student something about

VOLUNTEER TUTORING SKILLS (Cont'd)

Methods (Cont'd)

yourself and your family or your hobby and interest

2) Try to establish a warm, friendly, relaxed atmosphere in which communication flows freely

3) Call the student by his name often

4) Listen attentively and actively

5) Share experiences that may stimulate his interests

6) Be sensitive to the feelings and actions of a student performing poorly in school

7) Praise him for even the smallest success

8) Reward him freely in small ways

9) Get him to focus on the task at hand

10) Remember students learn best from meaningful experiences. Take him on field trips or bring experiences to him--books, pictures, rocks, shells, stamps, coins, musical instruments, dolls, magnets, etc.

11) Build lessons around his interests

12) Learn how to create games and tutoring aids

VOLUNTEER TUTORING SKILLS (Cont'd)

Methods (Cont'd)

13) Make a "survival kit" of teaching aids to reinforce skills already being taught to him

14) Use the "Language Experience Story" approach. The tutor enlarges upon a story - builds lessons around it and reinforces skills using the story as a basis

15) Each session should be a language experience, with speaking, reading and writing activities

16) Plan time intervals for varied activities during a single session

17) Have all materials ready for tutoring session

18) Encourage use of good study habits

19) Arouse his desire to use library, dictionary and other resources

20) Keep in close touch with the teacher who referred him

21) Give help with specific assignments after conferring with teacher

22) Try to have an element of success in every lesson. Reverse that pattern of failure

VOLUNTEER TUTORING SKILLS (Cont'd)

Methods (Cont'd)

23) Encourage him to be observing about his environment. Encourage questioning

24) Help him develop physical, social and emotional awareness of himself

25) Know about available commercial reading aids. Learn how and when to use them

26) Keep a brief and simple progress report on each tutee. Include all pertinent information, such as wearing eyeglasses, study habits, attitudes, learning difficulties, etc.

Reading Difficulties

Often the help most needed by students is in reading. Volunteer tutors are not reading specialists, but they can help by:

*Cooperating with teacher in working on reading difficulties, especially in creating reading readiness

*Following up on student's progress to see if reading problems are being solved

*Suggesting to teacher if a student shows a need for specialized reading help.

Occasionally a student will have specific reading difficulties, but this is rare. Most reading problems

VOLUNTEER TUTORING SKILLS (Cont'd)

Reading Difficulties (Cont'd)

are a result of difficulty in comprehension. A student with reading difficulties needs to have consistent attention in developing that skill. Vision and auditory deficiencies should be checked.

Many students simply lack language experience. They do not experience much talking or reading in their lives. They need to talk and develop vocabulary. Sometimes, they cannot distinguish sounds.

In tutoring for reading skills, the tutor should:

1) Use a variety of reading activities

2) Concentrate on developing tutee's weakest reading skill

3) Build student's vocabulary

4) Have student review or learn basic phonics

5) Practice reading aloud (short, purposeful reading to prove an answer is better for comprehension than having a student read long passages)

6) Read aloud to student, having him follow the words with his eyes (this is good auditory-visual perception experience).

VOLUNTEER TUTORING SKILLS (Cont'd)

Tutoring Mathematics

Students who have difficulty in mathematics usually need assistance in:

*Learning basic mathematical fac

*Understanding mathematical concepts

*Applying mathematical principles to problem solving

*All of these areas.

Many students have trouble adding or subtracting because they don't understand the numerical system or remember that it is based on ten. Another common problem is that a student does not understand "borrowing", "carrying" or "remaining" (whichever term you prefer). Again, this requires an understanding of place value and the numerical system.

Mathematics should be learned as a unified system of numbers. The tutor of a student having mathematical difficulties should help his tutee use mathematical relationships and principles with increased understanding. He should develop the student's ability to identify and solve problems involving quantitative relationships.

Tutors helping students in mathematics should stress the sequential development of the following:

*Structure and characteristics of number system

VOLUNTEER TUTORING SKILLS (Cont'd)

Tutoring Mathematics (Cont'd)

*Basic facts and computational procedures for addition, subtraction, multiplication and division

*Knowledge and application of facts in tables of common measures

*Procedures for rounding numbers, estimating answers, computing mentally

*Techniques for constructing and interpreting tables and graphs.

Games can be devised to reinforce learning of basic facts. The use of number games and puzzles makes learning to use these basic facts fun. In addition, they give a student practice in understanding mathematical concepts.

The use of everyday experiences provides the best opportunities for understanding mathematics. Use examples and experiences which are of interest and appeal to the student. Some possibilities are:

*Supermarkets

*Gas stations

*Automobiles and mileage

*Batting averages.

VOLUNTEER TUTORING SKILLS (Cont'd)

Tutoring Mathematics (Cont'd)

No matter how effective the games, puzzles and disguised drills may be, no student enjoys the same procedures at every tutoring session. It is up to the tutor to find a variety of ways to present the material. One possibility is audio-visual materials which are available in most school systems and public libraries. These can be borrowed to heighten a tutoring session even for one tutee.

Project VOICE

VIII OBSERVING, GUIDING AND GIVING RECOGNITION TO VOLUNTEERS

Observation, guidance and recognition are all methods of insuring that the volunteers will perform their assigned tasks and maintain enthusiasm and motivation. In any volunteer program, morale, motivation and job satisfaction are fundamentally important.

A coordinator must see to it that each volunteer is appropriately placed, doing the job well and satisfied with his job results. Remember, the volunteer's only reward is job satisfaction.

Methods of Maintaining Motivation

To keep motivation high, a coordinator should:

*Have as much personal contact with the volunteers as possible

*Show volunteers that their efforts are needed and appreciated

*Make certain volunteers feel free to talk to him

*Give volunteers encouragement and "feedback" whenever possible

*Consult volunteers for ideas and suggestions

*Make each job as interesting as possible

*Avoid partiality

OBSERVING, GUIDING AND GIVING RECOGNITION TO VOLUNTEERS (Cont'd)

unteers

Methods of Maintaining Motivation (Cont'd)

*Not take the volunteers for granted

*Make the volunteer feel he belongs

*Praise, compliment and congratulate volunteer on outcomes whenever possible.

Observation and Guidance

A positive approach is important in the continuing process of observing and guiding. It's best to observe from afar and be available to the volunteers. It has been found that most volunteers want to:

1) Feel needed and important in their work

2) Be observed fairly and impartially

3) Have the coordinator keep in contact with them.

Guidance should help the volunteer:

1) Build-up interest

2) Increase skills

3) Instill confidence

4) Strenthen good relationships

5) Improve job performance.

OBSERVING, GUIDING AND GIVING RECOGNITION TO VOLUNTEERS (Cont'd)

Observation and Guidance (Cont'd)

Development, direction and evaluation of the volunteer on the job are the purposes of observation and guidance. The methods are:

1) Informal, personal contact

2) Meetings

3) Training sessions

4) On-the-job observation and conferences

5) Directions

   * Oral
   * Written
   * Printed

6) Records, statistics and reports

7) Evaluation forms

   *Self-evaluation forms filled out by the volunteer periodically and discussed with the coordinator
   *Forms filled out by teacher, staff coordinator, principal or observation committee chairman and discussed with the volunteer.

By evaluation, the coordinator can make sure that the volunteers have enough responsibility to keep the job challenging and to grow in job performance. If

OBSERVING, GUIDING AND GIVING RECOGNITION TO VOLUNTEERS (Cont'd)

Observation and Guidance (Cont'd)

a volunteer does not have enough responsibility, give him more or, if possible, advance him. Added responsibilities and advancement give the volunteer a sense of usefulness and importance. Positive comments about his work add a dimension of security that causes the volunteer to feel free to apply himself more and commit himself fully.

Although it is important not to expect too much too soon on a volunteer job, it is equally as important to see that volunteers have enough job satisfaction to remain on the job and motivated. Guidance must be individually adjusted to the abilities and the time limitations of the coordinator and each volunteer.

In some instances, the coordinator may wish to point out career posibilities or a job opportunity. There are career development possibilities for volunteers and a coordinator should be aware of them.

Supervision

"Super" means greater than and "vision" means sight. By putting these two together, supervision can be regarded as more than observation; observation is just one of its facets.

Although supervision differs from observation, the objective is the same, i.e. improvement of work performance. For this reason an understanding of the theory of supervision may be of interest to a coordinator. However, it should be remembered that supervisory

OBSERVING, GUIDING AND GIVING RECOGNITION TO VOLUNTEERS (Cont'd)

Supervision (Cont'd)

observation and follow-up are only tools. Their value lies in the skilled and sensitive use to which they are put in strengthening good human relations between the coordinator and the volunteers as well as in improving the program.

Supervisory observation is for the purpose of noting good points as well as weak ones. The reason for supervisions is to help the person observed see through another's eyes how well or "not so well" he is accomplishing his assignment. It also helps identify the probable causes of success or weakness.

Recognition

Volunteers need encouragement. Recognition is a means of encouraging volunteers and sustaining morale. The coordinator should make certain that:

1) Volunteers receive some form of recognition

2) The forms of recognition are satisfying to the volunteer.

Some possible forms of recognition are:

*Formal public introductions

*On-the-job praise

*Mention in volunteer newsletters

Recognition (Cont'd)

*Newspaper publicity

*Bulletin board photographs of volunteers at work

*Identification, such as pins, badges, bumper stickers

*Job promotions

*Formal awards ceremonies.

Each volunteer program should develop recognition ceremonies appropriate to its program and its volunteers. Means of giving formal recognition are:

*Presentation ceremonies

*Certificates

*Notes or letters of appreciation

*Luncheons, teas or "coffee" hours

*Complimentary remarks about the volunteer's work at group meetings.

Day-to-day personal recognition is as important as formal ceremonies. The volunteer should be constantly recognized and told he is appreciated. The coordinator should say it often. Simple phrases, "Thank you for your help", "We count on you", "See you next week", "It's good to have your help", make volunteers feel needed and useful. The coordinator's task is to retain volunteers once they have been recruited. Recognition is one way of having them want to remain in the volunteer program.

IX PUBLIC RELATIONS

The public relations of a school volunteer program has two purposes. One is to keep the volunteers informed about and interested in their own activities. The other is to provide the community with facts that make for an improved image of the school through its volunteer services. Both are worthy values for a coordinator to help sponsor.

An in-house volunteer newsletter can be a one-page duplicated sheet that tells what has been happening in the school through the volunteers' efforts. It can mention any special contribution made by a volunteer. Listing the names and assignments of new volunteers if another topic of interest. Teacher reports of pupil progress from tutoring is praise for the tutor and a boost for the program. New materials available for the volunteer can be described, as well as where and how they may be obtained.

School and community events of an educational, recreational and civic nature should be announced in the newsletter. And little personal notes about volunteers' interests, hobbies etc., focus attention on them as individuals. People are news and a volunteer is no different from other people. Use your newsletter to give them the news about themselves and their volunteer program that they will want to read. Ask to put an occasional volunteer news item on the faculty bulletin board.

Another public relations idea is to hand each volunteer an identification card, that states the volunteer's name, the school and the school year. If possible put the identification card in a plastic holder that has a pin for fastening on the volunteer's coat or dress while

PUBLIC RELATIONS (Cont'd)

on duty. This attracts the attention of students, teachers and any visitors who might be in the building. It creates a sense of status for the role of volunteer.

Have a video tape made of volunteers at work, especially if this includes some students with whom they are working. Show it, by permission, at a faculty and/or parent-teacher meeting. Be sure to show the video pictures to the volunteers so that they may see themselves as others see them. Take every opportunity to express pride in the program. This communicates public valuing with which other persons may want to become associated in addition to maintaining morale among those who already are volunteers. In short, be your own best public relations agent.

The other side of public relations is that of keeping the community aware of the school's volunteer needs and services. Parents might like to know when their child is cooperating well with the volunteer. Too frequently they hear only complaints. Share with them some good news when you can and encourage volunteers to do likewise.

Ask to have a report of the volunteer activities included on the agenda of each parent-teacher meeting. Get some mention of the volunteer work or better still some phase of it featured in the school newspaper. Enclose a list of the school's volunteers in some release or announcement or other communication that the school sends to the homes of students. Always add an invitation to parents to become volunteers. Have a volunteers' exhibit at school events like "Open House".

PUBLIC RELATIONS (Cont'd)

Organize a trip for your volunteers to some place of educational interest or arrange for them to attend a meeting or conference related to their work. Have them wear their identification cards or buttons. Get a photograph taken of the group. This will advertise their presence and the existence of a volunteer service being carried out at your particular school.

Invite neighborhood leaders to come into the school and see the volunteers when they are on duty. These might include your district school board member, the minister of a nearby church, a block club leader. The school social worker should be introduced to the volunteers. All of this is "word of mouth" advertising but it can get across to the community that its own people are involved in the education of their children and that the school as an "establishment" does not stand aloof and alone. Many hands and many hearts are engaged in affording a better opportunity for equality in education for every student.

Supply each volunteer with a fact sheet about the school that he may use to help inform the community or to answer questions that may be asked. In such a way, each volunteer becomes a public relations carrier who helps to keep the school's image one of a vital functioning element in the lives of the people. Get on the mailing list of other volunteer newsletters, particularly if they are national publications. Share these with your volunteers so that they may recognize themselves as part of an even larger movement.

If other schools within the same area are using volunteers, the coordinators should become acquainted with one another. Out of their acquaintance might

PUBLIC RELATIONS (Cont'd)

emerge the idea of having some joint volunteer occasion that would be suitable for local newspaper publicity.

The chapters on RECRUITMENT AND PROMOTION and on GIVING RECOGNITION TO VOLUNTEERS include mention of several techniques that lend themselves to a type of public relations activity. You must realize that neither in-house nor community public relations is a thing apart. Rather it is an outgrowth of what is happening, has happened and is being planned. That is what makes news. If you have a good volunteer program, you have a springboard for publicity. Be sure that you have a good product before you try to sell it. Satisfied customers are the best salespeople and your satisfied customers are the school, the volunteers and the students whom they serve.

Some public relations hints:

*Have a "nose for news"

*Always present the facts

*Be brief, concise and clear

*Get the main idea across in your first sentence

*Be sure that facts are interpreted accurately

*Give credit where credit is due

*Turn complaints into positive assets by what you do about them

PUBLIC RELATIONS (Cont'd)

*Spread gladness about the job as happiness is contagious

*A picture is worth a thousand words

*His name in the news sparks the volunteer's pride

*Place posters in neighborhood stores

*People like to read and hear about human interest stories

*Humor is a handy tool

*Highlight the work of the volunteers

*Use all legitimate means of communication

*Be sure to have the school administrator's approval of publicity

*Asleep or awake, stay public relations minded.

X EVALUATION

Project VOICE

Evaluation is a way of answering questions about the four P's:

Plans
Program
Process
Product

For most small size projects, such as a volunteer training program, a workshop, or even a tutorial program, the word evaluation may seem too technical. The reason is that in most of the situations there rarely is a comparison group and scarcely any standardized instruments of measurement.

However, evaluation is a broad term and not confined just to its technical aspects. It is a way of looking at things as objectively as possible, and gathering facts about them that can be compared with later observations and facts. Both observations and facts have to be analyzed to understand the causes contributing to what is seen or reported. The reliability and validity (two technical terms but modified in this context)1/ of the observations and other seemingly factual evidence must be determined before the information derived from these is analyzed and conclusions drawn.

Such procedures are, at least, evaluative and are necessary for the competent management of any size of program. Yet the true function of evaluation does not start there, neither can it be considered merely as an assessment of end results. Instead it is an integral part of program or project from the very beginning of the planning stages.

1/ reliability - if repeated exactly will yield approximately the same result
validity - is it relevant and appropriate to what is being studied?

EVALUATION (Cont'd)

Unless the school volunteer project or program is a research experiment, the word "evaluation" probably does not fit. If it is an experimental or research project technical evaluations with statistical procedures usually are required. In such cases a professional evaluator is essential to develop the design. Perhaps for coordinating, the descriptive phase of "objective guidance" comes nearer describing the type of procedures that are practical to follow. Whatever name is used for this process of "looking at a volunteer project or a program in education" a plan should be designed and carried through to determine; (1) What is happening? (2) Why? (3) Is this a weakness or strength? (4) What else if anything needs to be done? (5) What are the concurrent as well as final outcomes?

A better term for evaluation is overview. That really is what is done. A look is taken in the planning stage to be certain that measureable outcomes are stated in the wording of the objectives. At stated intervals the program is viewed objectively, i.e., without prejudice to learn if progress is being made toward achieving what was planned.

Whoever directs the program is advised freely about what the observer saw and how he intreprets it. Together they agree that this was all right or else that some part of what was observed needs improvement. The observer may make suggestions for the improvements. All of this is call "feed back". The director therefore is supplied with non-staff persons (the evaluators) viewpoints to add to those of the staff. This "feed back" should be shared with the staff and productive decisions made.

EVALUATION (Cont'd)

Objective guidance (or evaluation) should begin with the wording of program objectives. Program objectives need to be of the performance type in order for anyone to know if they were accomplished. What is a performance type objective? It states what observable or preferably measurable change is expected as the result of the program. There may be several of these.

Evaluation as a Part of Program or Project Planning

What concrete need is the program being planned to meet? What size and scope of program is indicated to meet the volunteer need? What observable, recorded and/or measurable outcomes are expected as a result of the program? (What must a volunteer tutor be able to do and how will this be done?) What procedures will be required to accomplish these outcomes? What staff with what responsibilities and inter-relationships are necessary? What materials and other resources must be available? What is an appropriate and adequate evaluation design for keeping the staff factually and periodically informed on program effects as they occur? How much, for what length of time, will all the operation cost, including a proportionate amount (about 6%) for evaluation.

That last question brings up the cost of evaluation. How much money must be included in the budget for it. The cost depends on the evaluation design as to whether it includes only minimal services or a complete service tailored to the program. The minimal or partial service may meet funding requirements or limitations but it probably will not afford the amount of informational, analytical, and guided adjustments that are insurance for an effectively conceived and administered operation. If the program or project is meeting a need that is

EVALUATION (Cont'd)

Evaluation as a Part of Program or Project Planning (Cont'd)

important, it is equally as important that the need be met efficiently and effectively. Otherwise, a well-meant activity can be only slightly productive or non-productive, or it will not be known whether it is or isn't productive.

A sound financial policy is not to use a budget ratio for evaluation expense. The reasons are: (1) a fixed ratio tends to influence a design that matches the amount of money rather than one which comprehends the features of the program, (2) the smaller the project sum, the less evaluative service is available, when its very size may require more evaluation support to be successful, (3) there is no one formula applicable to all types of volunteer programs and projects in education, (4) Large grants for experimental or research programs may afford proportionately large allotments for evaluation not necessarily justified by the character of their structure.

Perhaps next to the wording of measurable objectives, the most valuable service of evaluation is "feed back". "Feed back" is what the evaluator reports and interprets to the program director alone, the director and staff, or to the director and project advisory committee about how well the program is going at that time, what the road blocks are, if any, and advises on how it may be strengthened, if necessary. In this way program health is maintained and ultimate failures or loss avoided. The evaluator's "feed back" also may take note of procedures that initally seemed logical but which in practice need to be modified or changed.

To illustrate: program planners of one school project arranged "awareness" groups composed equally of four

EVALUATION (Cont'd)

Evaluation as a Part of Program or Project Planning (Cont'd)

parents, four teachers and four students. The group leader's records showed little student participation without reasons why. Correspondingly, the evaluators observations analyzed the problem as four youths being overcome by eight adults which meant that the groups age-wise were not equal. This might have been anticipated if the evaluator had been involved in the initial group planning. As it was, his suggestion that alternate group meetings be held of all youth, all parents, and all teachers tended to balance the program structure that gave the youth a feeling of equal grouping and a proportionate voice. The result was increased participation by youth in both the mixed and unmixed awareness sessions.

Finally, the evaluation must be done by an outside agency or specialist. This may be on a paid consultant basis, a service contract, and very occasionally as a volunteer service. The essential requirement is that there be professional help to guide the procedure. An evaluation by staff implies a natural bias; an evaluation by well trained persons but who are unfamiliar with evaluation techniques is no better than an opinion poll. Remember anything that is worth doing is worth doing well. An evaluation of any size has as one of its basic requirements an evaluator with "know how" of tools, techniques and analytical objectivity, along with some knowledge of the field (like education) in which the program operates.

Don't be like a participant in a workshop discussion group who said; "I don't need evaluation; I simply want to know if what I did was good or bad?" How could she

EVALUATION (Cont'd)

Evaluation as a Part of Program or Project Planning (Cont'd)

tell without some form of evaluation? That is where the fallacy lies. There must be facts to judge by and these facts must relate to the objectives that were to be accomplished. And how can one tell if they were accomplished unless they were stated in performance terms? So, evaluation becomes a cycle that starts at the beginning of a project or a program, runs concurrently throughout its operation, and finally assesses the end results. Then, and only then, can the question of "how good or bad was it" have a meaningful answer.

What Does Evaluation Do?

1. Shares in the wording of program objectives
2. Develops an evaluation design relevant to the program
3. Prepares and administers any necessary information-gathering forms; selects or develops any appropriate measuring instruments
4. Runs concurrently with the program
5. Makes on-site observations
6. Records reactions of participants
7. Tabulates and analyzes data
8. Supplies periodic "feed back" to project director

EVALUATION (Cont'd)

What Does Evaluation Do? (Cont'd)

9. Helps devise solutions to problems

10. Makes over-all comprehensive final report

Note: The final report is useful for similiar or new program planning, as a basis of request for a continuation grant, or as documentary evidence of what has been done.

All of this means that you, as a coordinator, will profit from what the project or program evaluation shows. This contributes to your own experience and growth as well as adding extra dimensions to your program. The exciting factor in education is that it opens new doors. Do use evaluation for opening some of these doors and do walk through them towards your ultimate goal, once they are open.

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